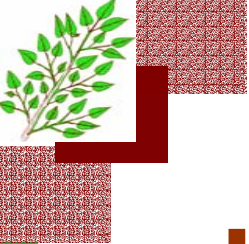


Good Start, Grow Smart

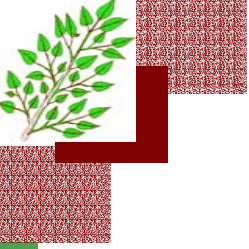


Professional Development

Systems of training and instruction developed for the purpose of improving preparation and ongoing development of child care providers.

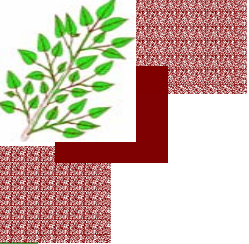


Key Principles to Consider When Developing Plans for a Professional Development System



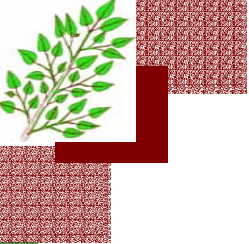
Professional development (PD) systems are:

- *Comprehensive;*
- *Built on a clearly articulated philosophical framework and on a core body of knowledge; and*
- *Tied to a system of licensure, credentialing, or certification.*



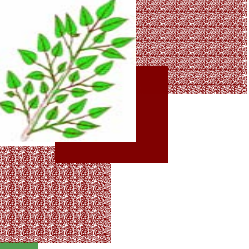
PD systems:

- *Provide a continuum of training and follow-up activities, taking into account research on effective adult learning principles; and*
- *Include a comprehensive approach to evaluation.*



PD activities:

- ***Are systematically designed, sequenced, and implemented;***
- ***Include a thorough study of cultural and linguistic diversity;***
- ***Build on participants' past experiences, strengths, and knowledge; and***
- ***Enhance a spirit of lifelong learning and reflective skills.***



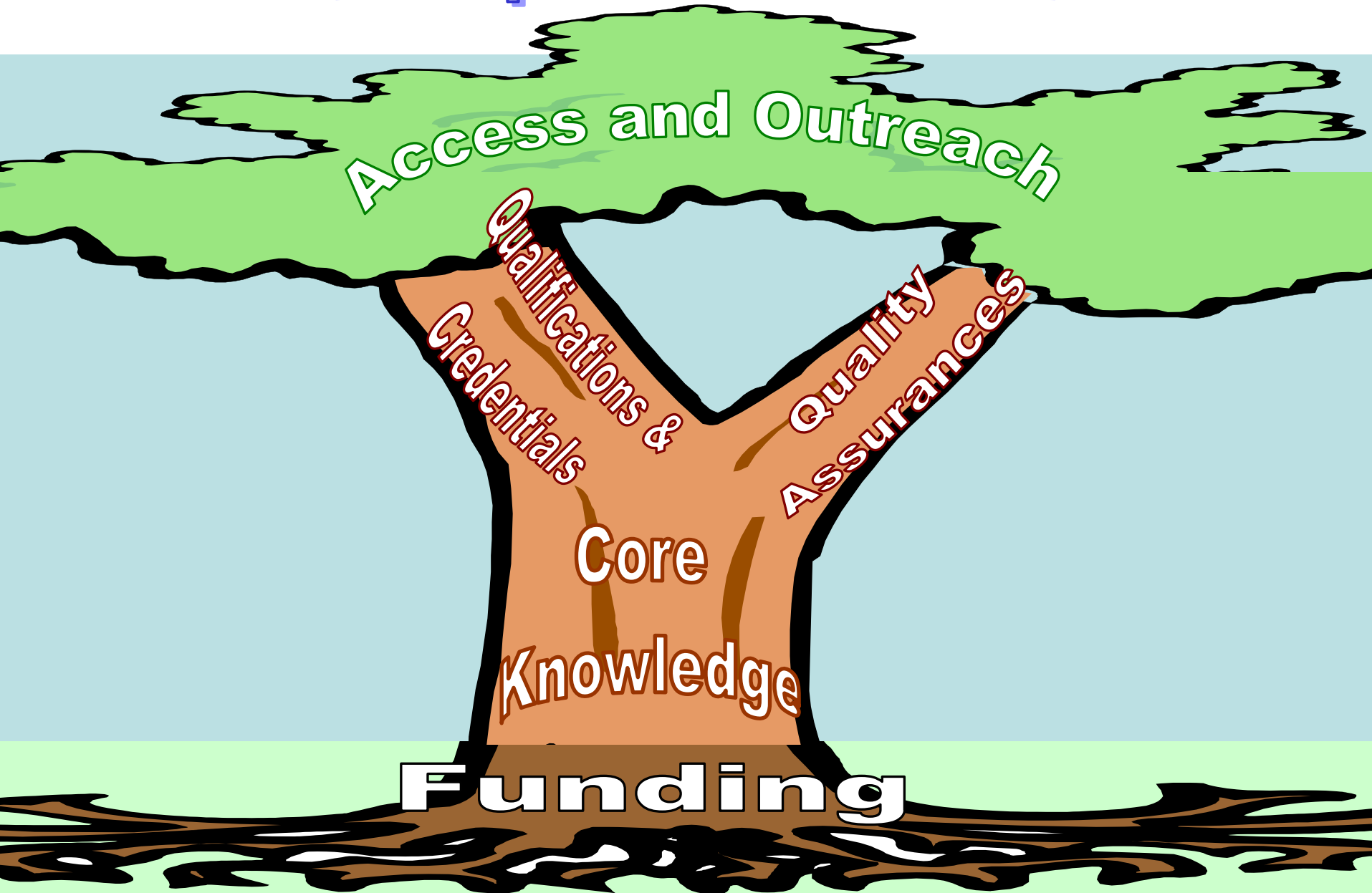
Moving Principles into Practice

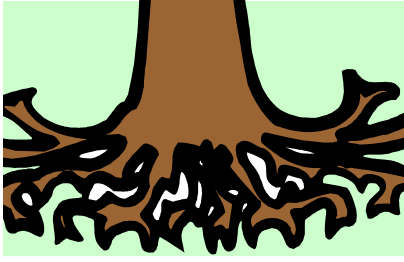


Using a simplified framework to:

- Take stock of what's in place;
- Examine where there are gaps;
- Think about realignment and refinement.

PROFESSIONAL DEVELOPMENT SYSTEM: A Simplified Framework





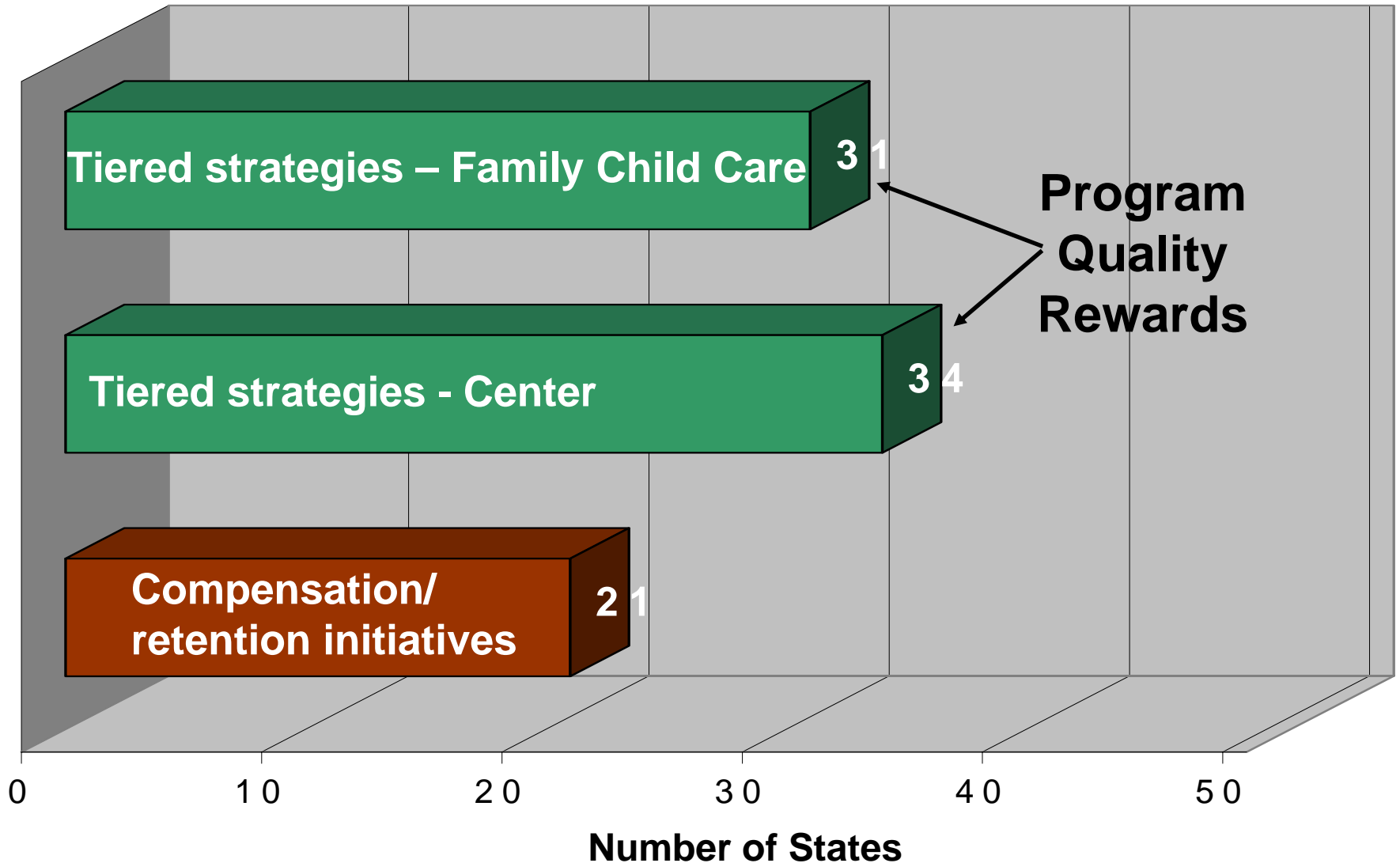
Funding

Scholarships for professional development, courses, degrees


Compensation/retention initiatives

***Program quality awards:
Tiered reimbursement
Tiered quality rewards***

Element: Funding



Sources: *Table of Tiered Strategies* (December 2002), NCCIC; *Report on 2001 Early Childhood/School-Age Career Development Survey* (July 2002), Wheelock College Institute for Leadership and Career Initiatives.



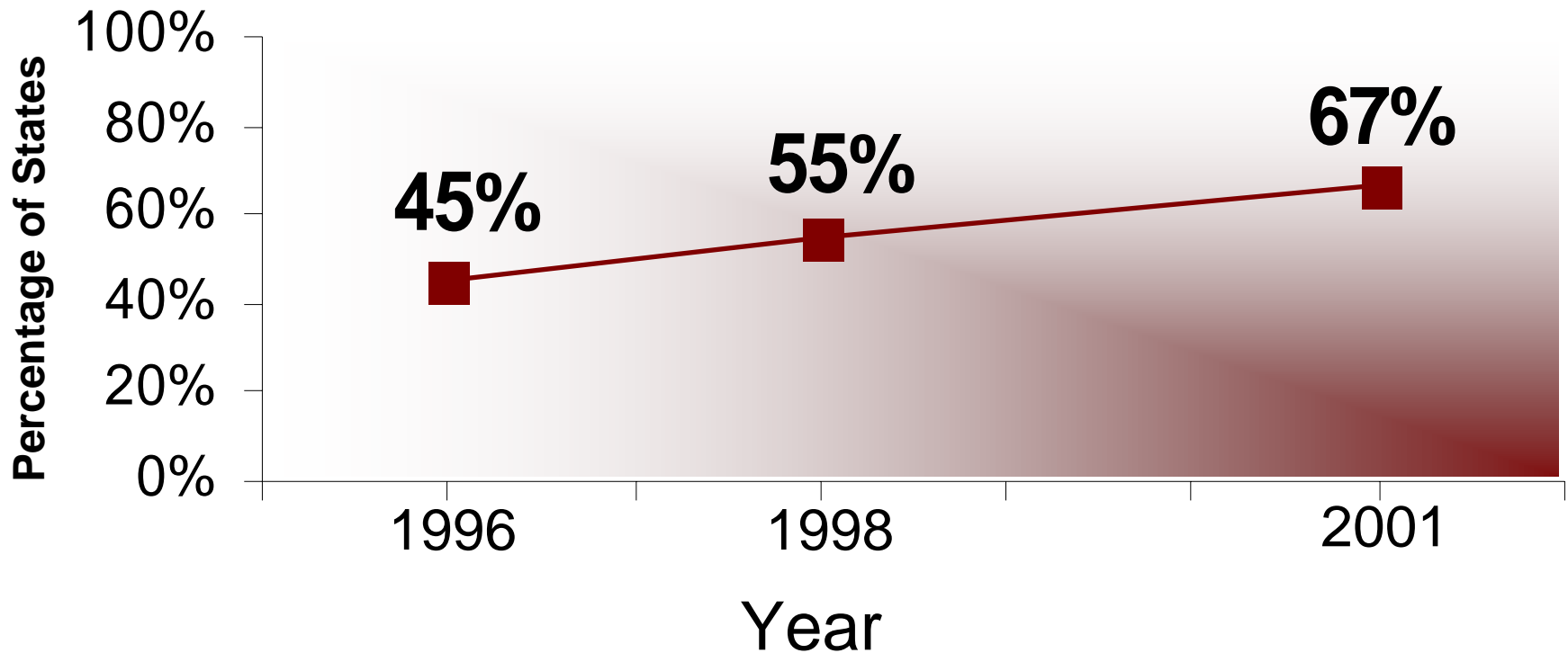
Core Knowledge

***Core body of knowledge/
core competencies***

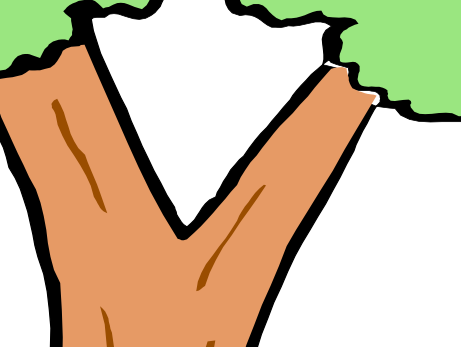
Career Lattice

Element: Core Knowledge

States with Identified Core Knowledge Areas



Source: Report on 2001 Early Childhood/School-Age Career Development Survey (July 2002), Wheelock College Institute for Leadership and Career Initiatives.



Qualifications & Credentials

Preservice requirements

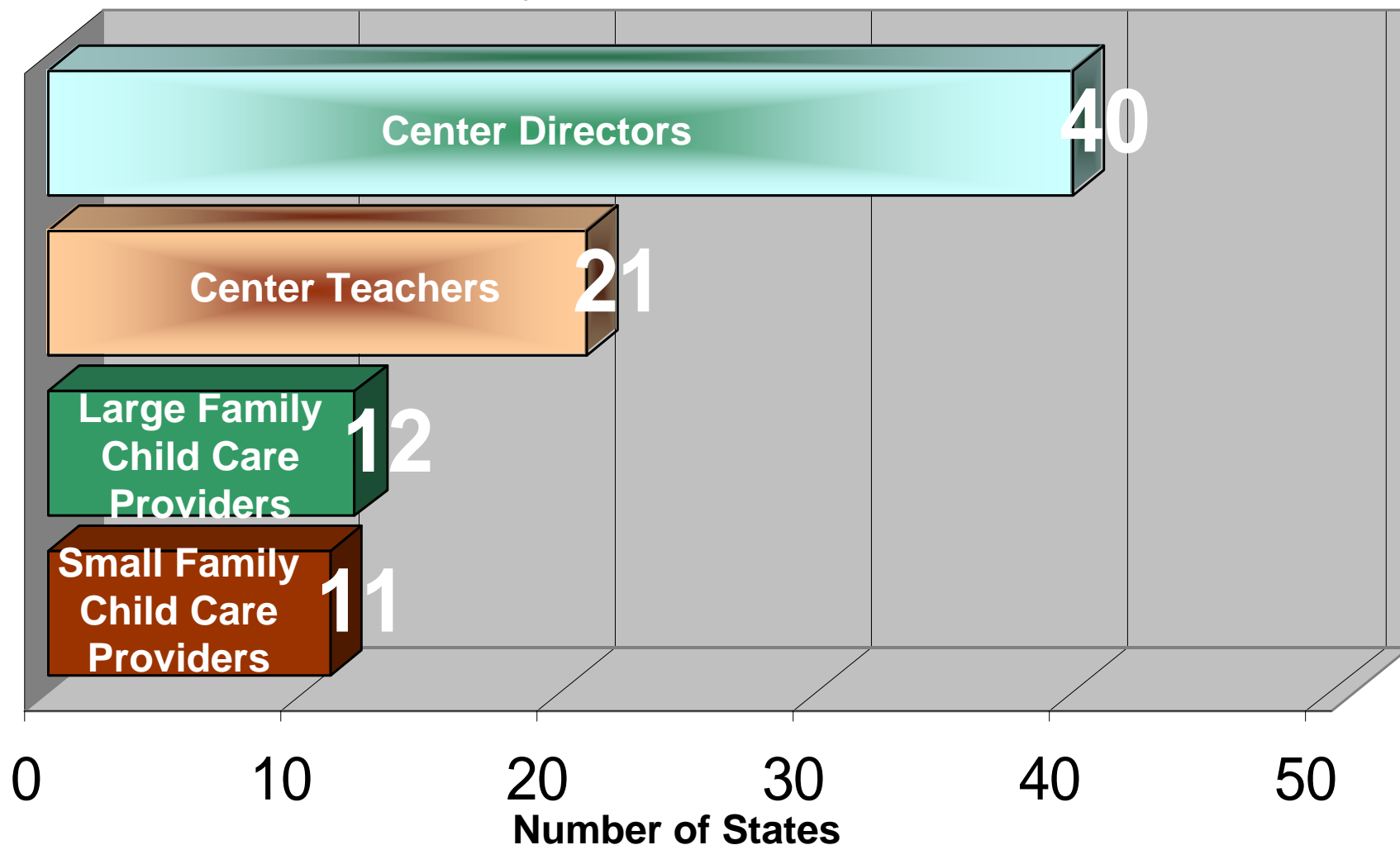
Continuing education requirements

Credentials

Pathways leading to qualifications, degrees, and credentials

Element: Qualifications and Credentials

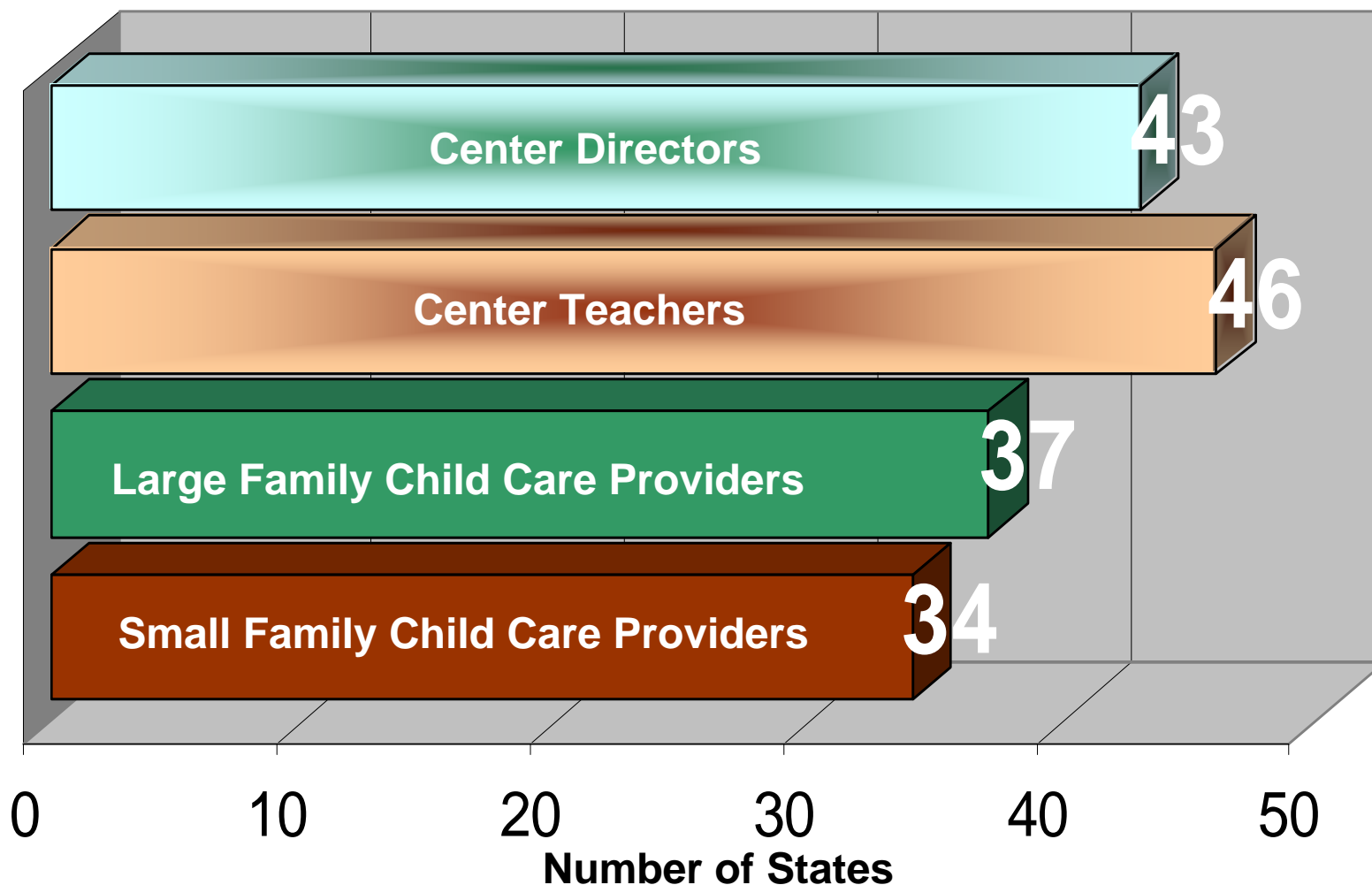
Child Care Licensing Regulations: States that Require Staff to have Preservice Qualifications in Early Childhood Education or Child Development



Source: *Child Care Licensing Regulations Tables* (February 2003), Sarah LeMoine, NCCIC.

Element: Qualifications and Credentials

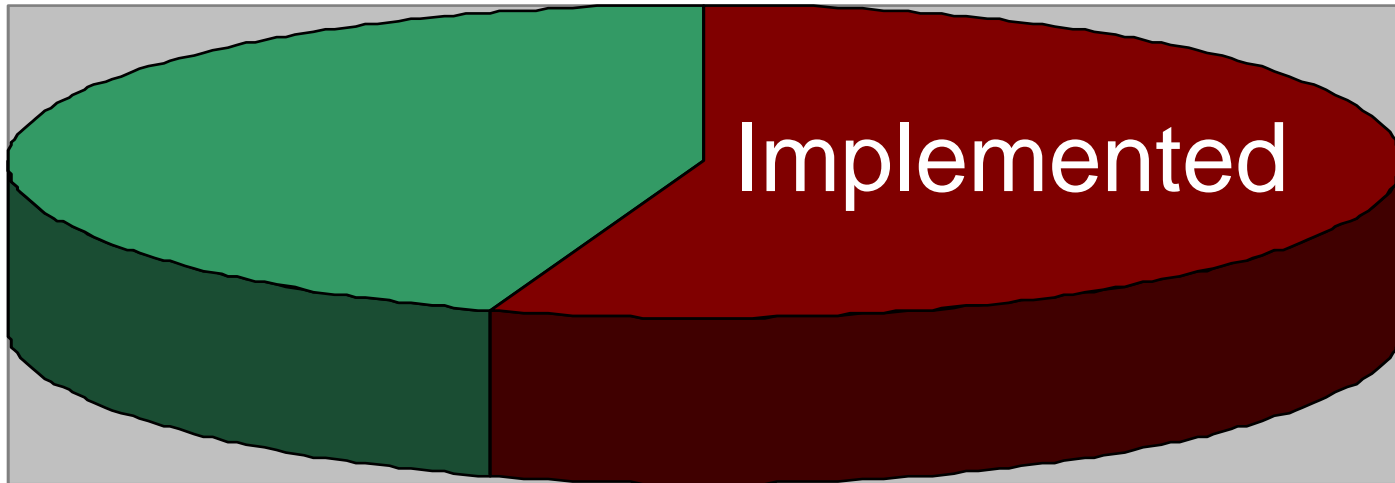
Child Care Licensing Regulations: States that Require Staff to Participate in Ongoing Training



Source: *Child Care Licensing Regulations Tables* (February 2003), Sarah LeMoine, NCCIC.

Element: Qualifications and Credentials

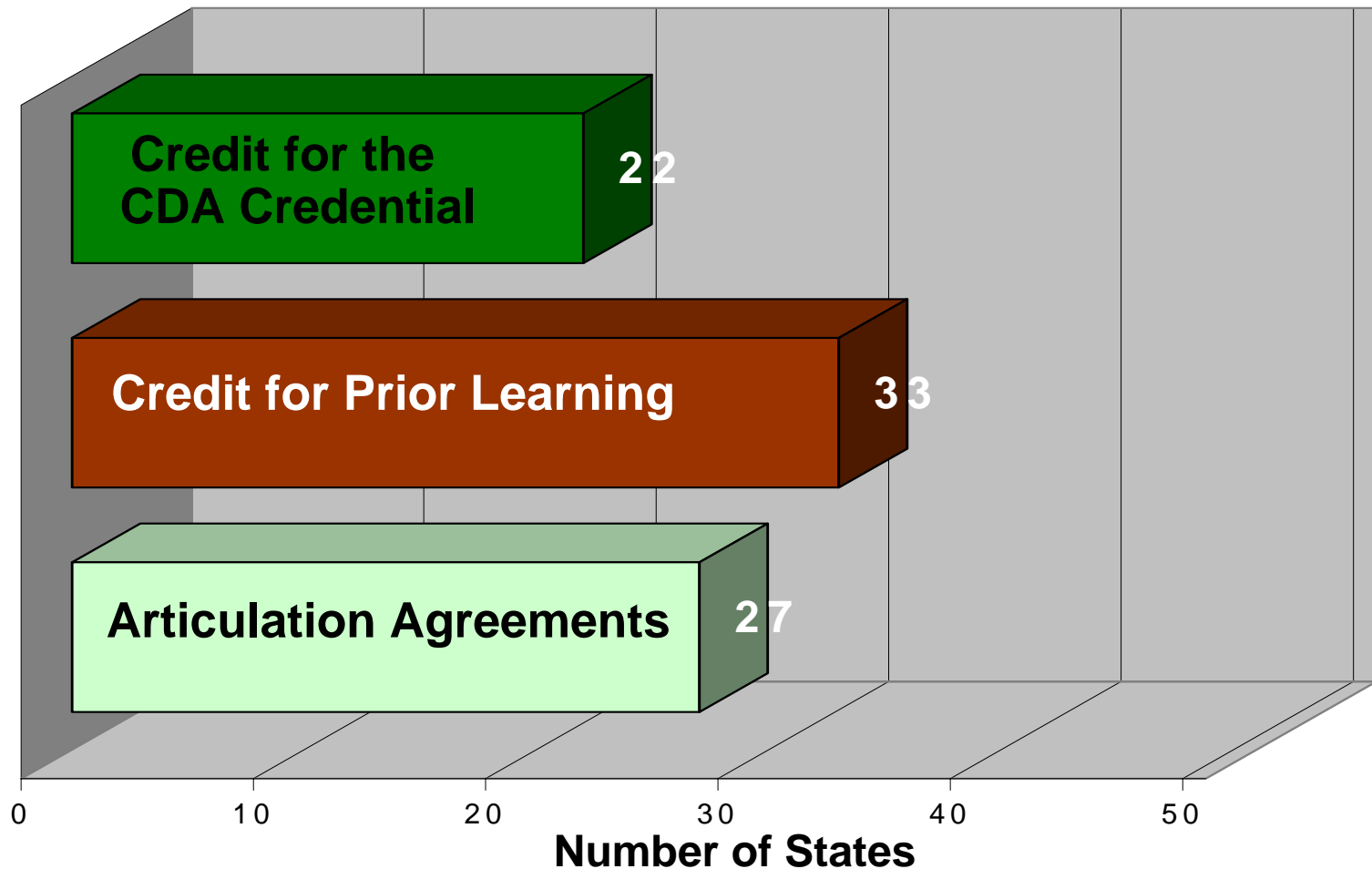
Credentials



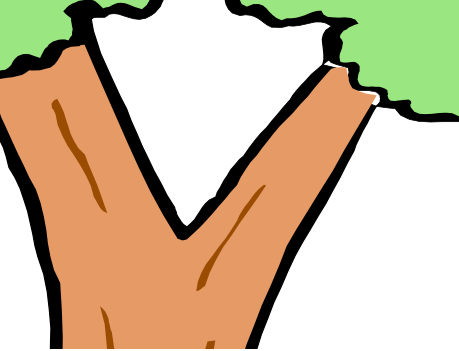
In 2001, **55%** of States had implemented at least one type of early care and education credential.

Element: Qualifications and Credentials

Pathways



Source: Report on 2001 Early Childhood/School-Age Career Development Survey (July 2002), Wheelock College Institute for Leadership and Career Initiatives.



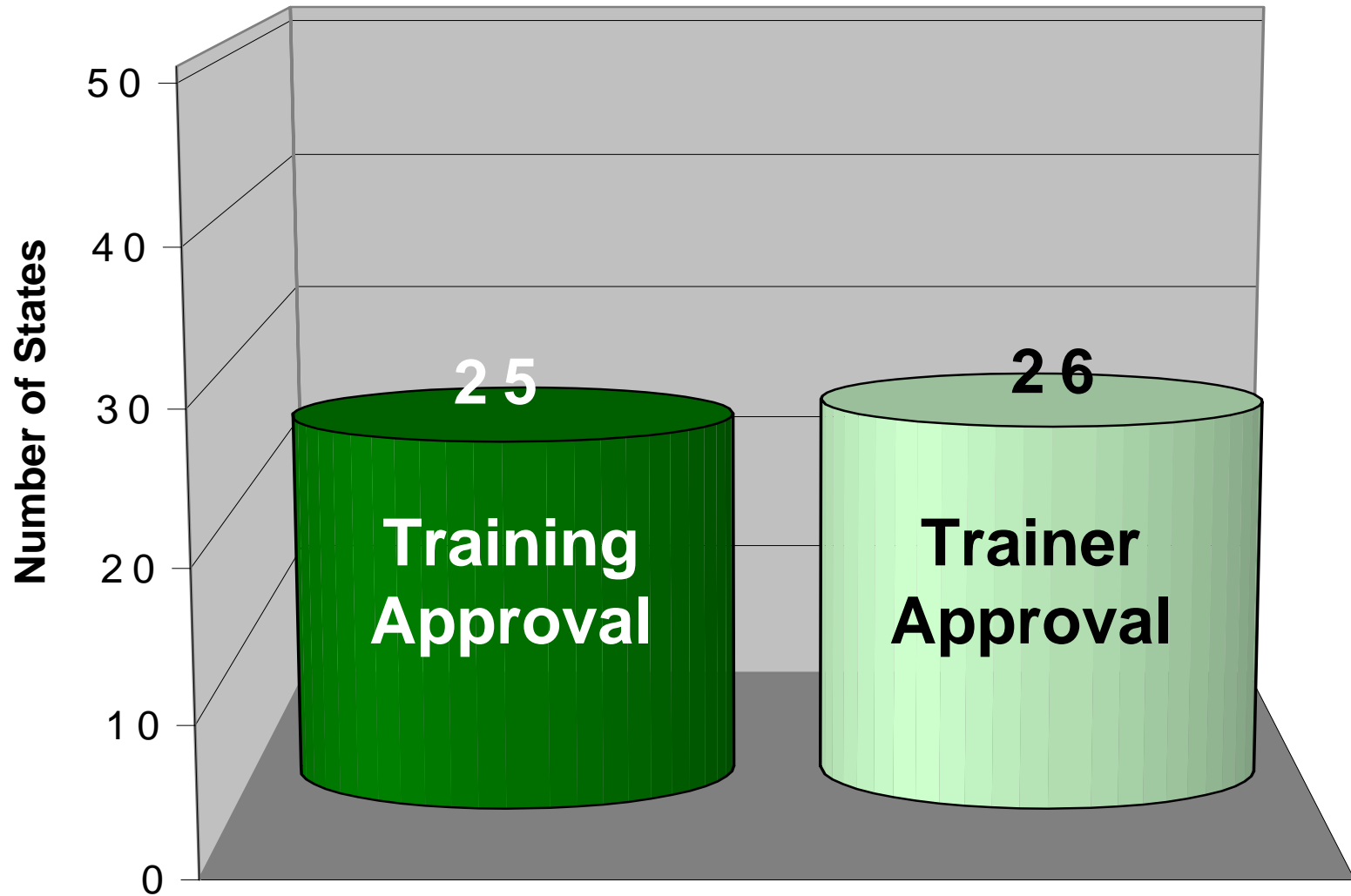
Quality Assurances

Trainer approval

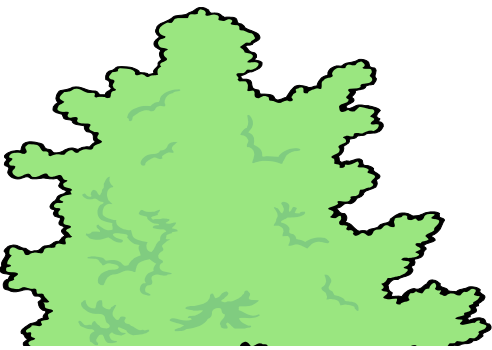
Training approval

Evaluation Processes

Element: Quality Assurances



Source: Report on 2001 Early Childhood/School-Age Career Development Survey (July 2002), Wheelock College Institute for Leadership and Career Initiatives.



Access and Outreach

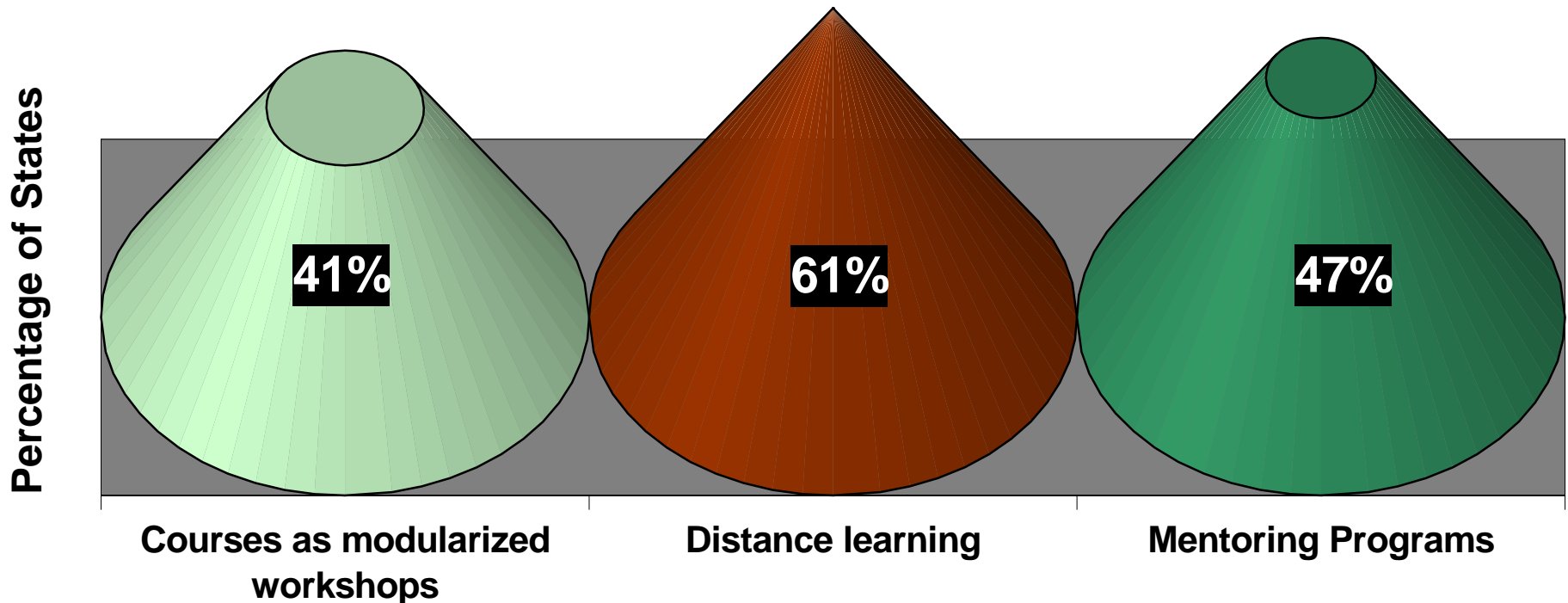
Online database of training and education opportunities

Career development advising

Multiple professional development delivery methods

Element: Access and Outreach

Multiple Delivery Methods



Source: Report on 2001 Early Childhood/School-Age Career Development Survey (July 2002), Wheelock College Institute for Leadership and Career Initiatives.

PROFESSIONAL DEVELOPMENT SYSTEM: A Simplified Framework

